



*Footsteps for Freedom*™

Student lessons along the  
Overmountain Victory  
National Historic Trail

# Coordinated Goals

**Specific Goals  
from the  
NC Standard Course of Study  
coordinated with  
*Footsteps for Freedom*  
by episode**

Identification of NCSCOS Goals  
suggested by practicing 4th-grade teachers,  
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## Episode 1

# “The Threat”

## Goals

from NC Standard Course of Study

### Math

#### **NCSCOS Goal 1.18**

##### **Timeline and graphs**

Each day create an ongoing timeline of events as they occur in the episodes. This could be a daily wall activity that moves across your room as each event takes place.

### Language Arts

#### **NCSCOS 1.01-1.04**

**Vocabulary Wall-** Each day add relevant vocabulary to a wall.

**Suggested Reading** – *Can't You Make Them Behave King George?* by Jean Fritz

#### **NCSCOS Goal 1**

**Journaling-** Each day, students will write about what they read about in the story and how they feel about the characters and how they feel.

### Social Studies

#### **NCSCOS Goal 1.01**

Overhead of the trail and an overlay of present day locations. Where were they in relation to where students are now? (Relative and absolute location.)

#### **NCSCOS Goal 3.02**

**Who Am I?** Students will be given a description of people and asked to figure out

who they were: Sevier and Shelby

**Where Am I?** Students will track where the people are in their journey on a personal map.

#### **NCSCOS Goal 1**

**Three Regions-** As the people begin to gather in the story, begin to talk about where they came from as well as who they were.

**Geography-** Landforms: Where they came from and how they got there.

### Guidance

#### **NCSCOS Goal 2**

What happens when someone threatens you? Have your counselor come and talk about threats and how to deal with them.

### Special Activities

USE AS OPENING ICEBREAKER!!!!

**Telephone-** Tell the first child the threat from Ferguson in their ear. They whisper the threat (secret) to the person beside them. The outcome shows how communication was by word of mouth and how it changed in the 1780's. In this instance the message was received correctly.

### Health/ Physical Education

**Burlap Sack Races-** This is a game of the times that the people used for amusement. If you can't find burlap sacks, try pillowcases!

#### **NCSCOS Goal 11.05**

**Jump rope-** A basic activity that is carried over in to our time. ●





## Episode 2

# “The People”

## Goals

from NC Standard Course of Study

### Math

Update timelines and maps according to the day's readings.

### Language Arts

**NCSCOS Goal 1**

**Journaling**

**NCSCOS Goal 1.04**

**Word wall**

**NCSCOS Goal 2.04, 2.05, 2.07**

**Double Bubble Thinking Map-** Why do you want to be a Whig or a Tory?

**NCSCOS Goal 2.04, 2.05, 2.07**

Have students write an explanation of why they chose the side they chose.

### Social Studies

**NCSCOS Goal 3.02**

**WHO AM I? WHERE AM I?**

Tarleton, Cornwallis, Ferguson

**NCSCOS Goal 2.01**

**Cherokee-** sold land to the backcountry people. This would create the setting for the story.

*Horizons: New Adoption: Chapter 7 Lesson 3*  
*pg 234-237*

*[www.harcourtschool.com/biographies](http://www.harcourtschool.com/biographies)*

**NCSCOS Goal 1.01**

**Holston, Watauga and Nolichucky Rivers** and the significance they had on the setup of the story. Add rivers to individual and classroom maps.

**NCSCOS Goal 2.03 and 2.04**

Discuss how the people decided if they were loyalists or a Tory. Sort pods into Tories and Whigs. Come up with a question where they have to identify themselves with a certain topic.

### Special Activities

**Internet Search** by teams on the people of the day.

### Health

**NCSCOS Goal 4.01**

**Stereotypes-** Yelling boys, Scotch-Irish temperament (why they reacted to Ferguson's threat the way they did.)

**NCSCOS Goal 4.03**

Discuss the social support these folks needed to come together and to leave their families.





## Episode 3

# “The Muster”

## Goals

from NC Standard Course of Study

### Math

#### NCSCOS Goal 1.18

**Timeline/ Map** - update

**Graphs**- Graph the number of troops that were gathering according to who brought what number of troops. Construct a bar graph and then let children interpret it into a line graph (color code according to map.)

#### NCSCOS Goal 4.08

**Who will stay behind?** Have children calculate the number of people that will stay and who will go. Could have children model this as a word problem.

### Social Studies

#### NCSCOS Goal 3.02

**WHO AM I? WHERE AM I?** Update the story as to who is involved in this day's part of the story and the people who are involved. Add Mary Patton (Gunpowder Mary), John Adaire, and Samuel Doaks.

### Language Arts

#### NCSCOS Goal 1

**Journaling**- How would you feel if you were one of the fifth's to stay behind?

#### NCSCOS Goal 1.01-1.04

**Word Wall**- Add words to the word wall.

### Guidance

#### NCSCOS Goal 2

**Trust character trait**- The John Adaire (the entry taker) story of how he made a trusting decision to give the 12-13,000 dollars of public money to the cause of the Patriots.

#### NCSCOS Goal 4.03

The support given to the troops as they prepared to leave for battle.

### Science

#### NCSCOS Goal 1.03

Discuss the animals that they think may have been in these areas during that time. Then move into the animals that are in the different regions today.

Some examples would be:

#### **Forests of Appalachian Mountains:**

Black bear  
Deer  
Foxes  
Gray squirrels  
Opossums  
Rabbits  
Raccoons

#### **Wetlands**

Ducks  
Geese  
Swans

#### **Stopover Animals**

Canadian geese  
Ducks  
Tundra swans  
Hérons  
Egrets

#### **Inland Lakes**

Bluegills  
Bass  
Sunfish  
Brook trout  
Mountain trout





## Episode 4

# “The Ride”

## Goals

from NC Standard Course of Study

### Math

**NCSCOS Goal 1.18**

**Timeline/ Map** - update

### Language Arts

**NCSCOS Goal 1**

**Journaling-** if you had to walk for 12 days what things would you take with you?

Remember what is most important! How would you prepare?

**NCSCOS Goal 1.01-1.04**

**Word Wall-** Add words to the word wall.

### Social Studies

**NCSCOS Goal 3.02**

**WHO AM I? WHERE AM I?** Update the story as to who is involved in this days part of the story and the people who are involved.

Add: Shelving Rock

### Science

Discuss Shelving Rock and how the militiamen used the rock to protect their

supplies. They used their hunting shirts and frocks to protect their guns and gunpowder from getting wet in the rain.

**NCSCOS Goal 3.03**

Discuss the modes of transportation of the time and current modes of transportation.

**NCSCOS Goal 4.01-** Technological  
Inventions

**Building a fire-** Discuss how you can make fire now using technological advancements and how they would have made fire back then. Also, introduce the fact that Ferguson had invented (i.e., improved an earlier French design) his breech-loading gun and the story behind it.

### Health

**NCSCOS Goal 5.01**

Use food guide pyramid to discuss the nutrients they were and were not getting from their diet, which included parched cornmeal with maple sugar and wild game. They drank creek water straight from the source. ●





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## Episode 5

# “Crossing the Roan”

## Goals

from NC Standard Course of Study

### Math

#### **NCSCOS Goal 1.18**

Update **time line and map.**

- Use this line from Episode 5 to create a math lesson: “They climbed over 2500 feet in just a few miles.”

Update your bar and line graph of the number of troops who are now traveling. (On this day they took another role call.)

### Language Arts

#### **NCSCOS Goal 1.01**

**Journaling-** Why do you think that the two men left the camp? (Do not tell the class the entire story of them being traitors until after the journaling.)

#### **NCSCOS Goal 3.03**

**Oath of Allegiance-** Take the oath and discuss the other oaths that people have to take.

**Military marching formations**

### Social Studies

#### **NCSCOS Goal 3.02**

**Who am I?** James Crawford and Samuel Chambers (traitors)

**Where are we?** Yellow Mountain Gap Road

### Guidance

Feelings- High Morale

### Health/ Physical Education

#### **NCSCOS Goal 5.01**

**Beeves Stew-** *from Colonial Fireplace*

*Cooking and Early American Recipes*, p. 58\_●



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## Episode 6

# “The Decision”

## Goals

from NC Standard Course of Study

### Math

**NCSCOS Goal 1.18**

Update **time line and map.**

### Language Arts

**NCSCOS Goal 1**

**Journaling-** Why do you think they had to split into two different groups? How would these choices affect the outcome of their journey?

### Social Studies

**NCSCOS Goal 3.02**

**Who am I?** McDowell, Winston and Cleaveland\*

**Where are we?** Yellow Mountain Gap Road

### Guidance

Feelings— Anxiety and worry

### Health/ Physical Education

**NCSCOS Goal 11.01 and 11.02**

**Ladies Breast Knot**—a dance of celebration as the men’s spirits were lifted with the arrival of more militiamen.

### Science

**NCSCOS Goal 2**

Linville Gorge—Natural resources available in this area: soil, water, minerals, plants, animals. Piedmont has red clay soil. Mountains have gray-brown soil. Western NC has 300 kinds of rocks/minerals. ●



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## Episode 7

# “Leadership”

## Goals

from NC Standard Course of Study

### Math

**NCSCOS Goal 1.18**

**Timeline and graphs update**

### Language Arts

**NCSCOS Goal 1**

**Journaling** – Between the mornings of Oct. 1<sup>st</sup> and the end of the day on Oct. 2<sup>nd</sup>, the militiamen were getting restless. The leaders met in council and decided on a common thread that would hold these troops together. What was the decision and how did it affect the troops?

**NCSCOS Goal 4.02**

**Writing Prompt** – Discuss the make-up of our government today and the leaders, compared to the Overmountain Men in 1780.

**NCSCOS Goal 1.04**

**Word Wall** – add new vocabulary words for the day.

**NCSCOS Goal 3.01**

Insert non-fiction supplemental material – “*A Courageous Crew*.” Read selection and answer questions regarding leadership and being a part of a team. Discuss the feelings and loyalties associated with serving your country. Selection also includes math related questions. Discuss the differences in the undisciplined militia of the 18<sup>th</sup> century and

the disciplined military of today’s society.

### Social Studies

**NCSCOS Goal 3.02**

**Who Am I?** William Campbell – chosen to be the overall leader of the militia because he was the only colonel not from North Carolina.

**NCSCOS Goal 4.04-4.05**

Discuss the benefits of government and what type of government we have today as compared to what the backcountry men used as a form of government (past and present). How would this campaign be different without leadership? What would your community be like without leadership?

### Health/ Physical Education

**NCSCOS 10.03**

As patriots were getting frustrated in the search for Ferguson they began to fight among themselves; they weren’t working together. The leaders got together to select a leader. Have different pods choose leaders and have the small groups work together to accomplish one goal. How will all the groups work together go accomplish this goal? What would be the benefit of students choosing a leader as the militia chose William Campbell? How would the other chosen leaders feel about not being in charge? Do you think there were feelings of jealousy? ●







## Episode 8

# “The Hunt”

## Goals

from NC Standard Course of Study

### Math

Update **timeline and map**.

### Language Arts

**NCSCOS Goal 1.04, 4.01, and 4.07**

Language slang of the 18<sup>th</sup> century and of the mountain speech. Give examples and how they were used then and those we have today. Example of militia slang – “Huzzah” cheer.

This is the term they used instead of “hurray.” Plug in idioms.

**NCSCOS Goal 2.05**

**Journaling** – Having the right to stand up for your beliefs and the things that you stand for was one of the causes for the American Revolution. The leaders gave each soldier a chance to back out before starting the battle with Ferguson. Describe what happened next, on Oct. 3<sup>rd</sup>, 1780. What would happen if you got to choose? What would your decision be?

### Social Studies

**NCSCOS Goal 4.03**

**Citizenship** – took an oath to be active.

Allow children to use the words of the oath to become “sworn to duty.”

**NCSCOS 3.3**

**Where am I?**

Discuss how Gilbert Town played a role in the journey but is now gone. Link this to the Lost Colony and how it disappeared.

**NCSCOS Goal 2.03, 6.07, 6.08**

Even though Gilbert Town was a small town, such communities still jobs that had to be performed. These jobs were necessary for the town to function. What jobs that they had are like modern day jobs, i.e. blacksmith, silversmith, medicine man, merchants, etc.

### Guidance

When the Overmountain men heard that Ferguson was in Gilbert Town, they prepared to fight. Their morale was slightly dented when they arrived and the army was gone. Have Guidance Counselor do a lesson on disappointment and not getting what you want when you want it.

### Health/ Physical Education

**NCSCOS Goal 2.02 – 2.03**

Identify the feelings of the militia as they took an oath of duty and honor. Reference the speech of Isaac Shelby. Have the students discuss what they would do in the face of battle if they had the opportunity to go home.

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## Episode 9

# “The Scouting”

## Goals

from NC Standard Course of Study

### Math

Update **time lines and maps.**

Add the newest numbers of troops to the graph of the number of troops now traveling.

### Language Arts

**Journaling-** What did Joseph Kerr contribute to the success of the battle of Kings Mountain?

**Word Wall**—Add vocabulary

#### **Writing Prompts**

- If you were an author and were gathering information, list some of the disadvantages the Patriots might have discussed with you on October 5, 1780, concerning the way of life and the struggles for everyday life (at battle and at home.)
- What was the advantage of the troops from Lincoln County and Georgia joining the troops on October 5, 1780?

### Social Studies

#### **NCSCOS 6.05**

Allow the children to barter with things that they bring from home. This will give them an idea of how things were purchased in that time period.

### Health/ Physical Education

#### **NCSCOS 5.02**

What did they eat at the Loyalist’s market? Find a way to fit this into a health lesson.

#### **NCSCOS 9.02, 1.01**

**Joseph Kerr-** Use his part of the story to incorporate a section on how to deal with disabilities.

#### **NCSCOS Goal 3.03**

The sons of Alexander Henry endangered their lives by trying to prevent the loyalist couriers from getting the message from Ferguson to Cornwallis that would result in reinforcements. The victory of the patriot militia may have not been if this message had been received. Safety is an issue with today’s youth and this is an opportunity to tell a story of bravery from two young boys but also to remind students of the safety precautions to which they have access in modern times. ●





## Episode 10

# “We Shall Not Be Moved”

## Goals

from NC Standard Course of Study

### Math

Update **timelines** and **map**.

### Language Arts

**NCSCOS 2.03**

**Non-fiction reading-** *Yankee Doodle*

**NCSCOS 3.01**

**Who am I?** - Virginia Sal and Virginia Paul

**NCSCOS 2.05**

**Journaling-** Have children to write about their thoughts and opinions of the women and their role back on the home front.

**Writing-** When the militia leaders decided to pick only 900 of the best men, what did the others do?

### Social Studies

**NCSCOS 3.04, 1.05**

Give the children directions using steps and directional words to allow them to find a “treasure” to get the feel of what the militia felt in the dark not knowing where they were going?

**NCSCOS 2.04, 3.04 and Healthful Living Goal 2.04**

This section describes the troops preparing for the battle. Shelby’s speech serve to keep the men moving in the midst of their rainy, cool and very uncomfortable conditions. Needs and Wants can be discussed.

**NCSCOS 1.04, 2.01, 2.02, 2.03**

Differentiate between Kings Mountain and Crowders Mountain.

**NCSCOS 4.02**

Branching off from Ferguson’s (God almighty himself couldn’t move me from the top of this mountain.) speech at the top of the mountain, use this opportunity to identify religious groups and their beliefs.

### Health/ Physical Education

**NCSCOS 7.02**

Have PE to allow the children to have races with the same limitations that the soldiers would have had.

**NCSCOS 9.02, 9.03**

Help children to understand how the women came together as a group in order to take care of the children and homes in every aspect. •





## Episode 11

# “The Battle”

## Goals

from NC Standard Course of Study

### Math

#### NCSCOS Goal 1

Update **timeline and graphs**

### Language Arts

#### NCSCOS Goal 1

**Journaling** – What was the ultimate outcome after the Battle of Kings Mountain? Did the number of Patriots fighting for freedom grow? Explain the thoughts of those once loyal to the king?

#### NCSCOS Goal 4.02

**Writing prompts** – Imagine that you are Ferguson and the Patriots are advancing up the mountain rapidly. After an hour of this you notice that you are encircled. What can you do realistically? What did Ferguson do as he decided he was about to lose?

#### **Discussion questions** –

- On the morning of Oct. 8<sup>th</sup>, after the defeat of Ferguson and his men, the mountain men started marching the British loyalists away from K.M. Describe how you would have felt, at that time, being misled by King George III.

- The men that fought on Oct. 7<sup>th</sup>, 1780, were described as wrought of strength, duty, honor, dedication to purpose, courage and selfless sacrifice. They were all fighting for freedom from fear, and for independence. What

happened in the following months that also helped shape the country?

### Social Studies

#### NCSCOS Goal 3.02

**Who Am I?** Dr. Uzal Johnson – surgeon which worked for the British but during the battle helped both patriot and loyalist forces. “Bonnie Kate” Sherrill – use the story of how she and John Sevier met and what she ended up accomplishing as a woman in the 18<sup>th</sup> century.

**Where Am I?** Battle of Kings Mountain

### Health/ Physical Education

#### NCSCOS Goals 2 and 3

Discuss Dr. Uzall Johnson and his contributions to the battlefield and the wounded. Also, talk about the women and their contributions to the battle wounded.

### Science

#### NCSCOS Goal 4.01

Use the guns that were being used during this time to talk about the technology of the time. Discuss the value of the guns and how they were used and misused.

